

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) **Revised for School Year 2008–09** **Revisions Included**

School: Cainhoy Middle School

District: Berkeley County School District

Principal: Mr. John Spagnolia

Superintendent: Dr. Chester Floyd

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

- **Summary of demographic information from 2007 School Report Card**

- **School Profile (students, teachers, school)**

- **Students:** 29.6% of seventh and eighth grade students were enrolled in high school credit courses. The retention rate was 4.2%. The attendance rate was 96.2%. 4.4% of the students were eligible for gifted and talented services. 9.4% of the student population was with disabilities other than speech. 3.5% of the students were older than usual for grade. Out-of-school suspensions or expulsions for violent and/or criminal offenses were down from 2.6% in 2006 to 0.4% in 2007.

- **Teachers:** 46.4% of teachers held an advanced degree, and 60.7% were continuing contract teachers. 70% of teachers returned from the previous school year. The attendance rate had increased from 93.7% in 2006 to 95.6% in 2007.

- **School:** Student-teacher ratio in core subjects had improved from 15.8 to 1 to 11.6 to 1. Prime instructional time was up from 88.9% in 2006 to 90.6% in 2007. Opportunities in the arts and character development were rated excellent. \$9,149.00 was spent per pupil.

- **Population diversity (refer to Performance of Student Groups)**

- 74 African-American, 7 white, and 2 Hispanic students were tested.

- Note: A decline in student enrollment for the 2007-2008 school has occurred due to the offering of school choice.

- **Free/reduced lunch (refer to Performance of Student Groups)**

- Of the 83 students tested, 74 received a subsidized meal which is 89.2% of our middle school population.

- **Three years of data in chart format with brief explanation of data**

Annually the students are administered the PACT test and Measures of Academic Progress-MAP assessment for purposes of tracking student progress.

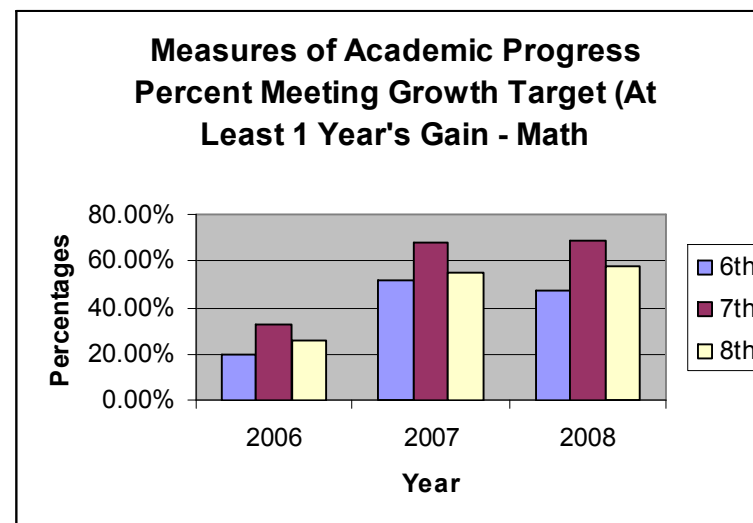
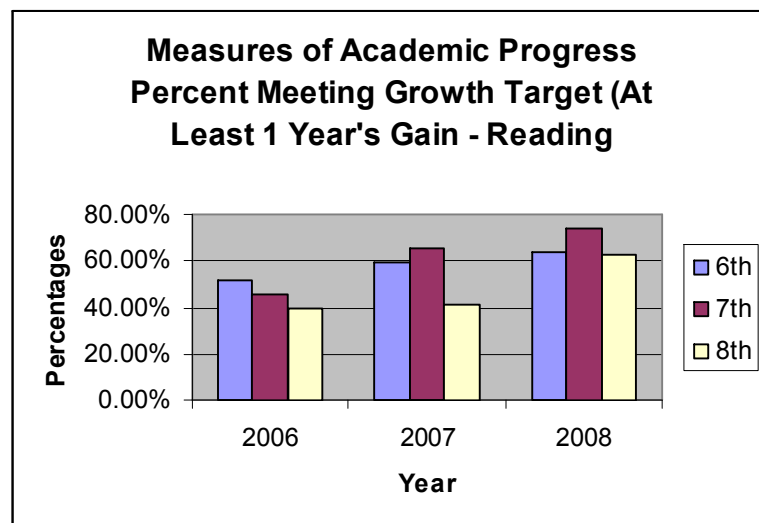
The **MAP** scores in **reading** reflected an increase from 2006-2007. Sixth grade students scored 51.4% in 2006 and 59.5% in 2007. Seventh grade students made a noticeable gain from 45.9% in 2006 to 65.2% in 2007. Eighth grade scored 39.3% in reading in 2006 and improved in 2007 with a score of 41.4%. In 2008 the sixth grade reading scores increased from 59.5% in 2007 to 64.0%. The same trend was noted from 2007-2008 in seventh grade with a variance of 65.2% to 74.2%. Eighth grade MAP scores reflected an improvement from 2007-2008 with an increase from 41.4% in 2007 to 63.1% in 2008.

MAP scores for **math** in the sixth grade made a noticeable increase from 2006 to 2007 with 19.4% of the students scoring at a proficient level in 2006 to 51.4% in 2007. In 2008 the sixth grade math scores declined to 47.6%. Math scores for seventh grade in 2006 were 32.4% and increased to 68.2% in 2007. In 2008 the seventh grade scores were 68.5% in math. Grade eight scored 25.9% in 2006 and increased to 55.2% in 2007. Another gain was realized in 2008 with the eighth grade students scoring 57.8%. PACT scores were calculated for students scoring basic or above over a four year span from 2005-2008. Sixth grade students scored 65.8% in **PACT reading** for 2005. In 2006 the reading scores for sixth grade declined to 52.5% and increased to 56.4% in 2007. In 2008 the sixth grade scored 56.5% in reading on PACT. Seventh grade reading scores were 61.5% in 2005 and increased to 64.4% in 2006. The score for seventh grade reading went down to 50% in 2007 but increased to 70.9% in 2008. Scores for eighth grade increased from 2005-2006 from 59% to 65.6%. 2008 reflected a decline in the PACT reading scores for eighth grade to 57.9%.

PACT math scores for sixth grade showed a rise and fall between 2005-2006. The sixth grade math scores in 2005 were 74.4% and dropped to 52.5% in 2006. In 2007 the scores increased to 76.9% and declined in 2008 to 48%. Seventh grade math scores in 2005 were 48.7% and increased to 51.1% in 2006. A drop was noted in the 2007 seventh grade math scores with 41.7% of the students scoring basic or above basic. Seventh grade PACT math scores increased in 2008 to 69.5%. Eighth grade math scores reflected a steady increase from 2005-2007. Scores in 2005 were 33.3%, 40.6% in 2006 and 43.3% in 2007. In 2008 the PACT math scores for eighth grade dropped to 27.8%.

**Measures of Academic Progress Percent Meeting Growth Target
(At Least One Year's Gain)
2006, 2007, & 2008 Data: Fall to Spring MAP Testing**

Grade Level	Reading			Math		
	2006	2007	2008	2006	2007	2008
6th	51.4%	59.5%	64%	19.4%	51.4%	47.6%
7th	45.9%	65.2%	74.2%	32.4%	68.2%	68.5%
8th	39.3%	41.4%	63.1%	25.9%	55.2%	57.8%



Measures of Academic Progress Average Points Gain for 2007-2008 (Fall to Spring)

Grade Level	Average Reading Points	Average Math Points
6th Grade	8.35	7.84
7th Grade	9.56	10.45
8th Grade	15.0	7.77
Average for the Middle School	10.97	8.68

PACT Percent Basic and Above

Grade Level	ELA			2008	Math			2008
	2005	2006	2007		2005	2006	2007	
6 th	65.8%	52.5%	56.4%	56.5%	74.4%	52.5%	76.9%	48%
7 th	61.5%	64.4%	50%	70.9%	48.7%	51.1%	41.7%	69.5%
8 th	59.0%	65.6%	66.7%	57.9%	33.3%	40.6%	43.3%	27.8%

Recommended MAP RIT cut Scores for PACT performance levels- Reading/Math

Grade	Proficient (Reading)	Advanced (Reading)	Proficient (Mathematics)	Advanced (Mathematics)
6 th	222	233	232	240
7 th	226	268	238	247
8 th	230	240	248	256

Cainhoy Elementary/Middle School Report Card Data

Year	Absolute Value on Report Card	Absolute Rating	Improvement Rating
2004	2.3	Below Average	Unsatisfactory
2005	2.3	Below Average	Below Average
2006	2.4	Unsatisfactory	Unsatisfactory
2007	2.5	Unsatisfactory	Good

Summary of process used to develop the FSRP and the persons involved

The administrative staff and middle school core curriculum teachers and School Leadership Team worked collaboratively to create each student achievement goal and its strategies as well as the principal's and district administrators' instructional leadership goals and strategies.

Narrative of how selected goals will enable the school to meet expected progress

Based upon review of Cainhoy Elementary/Middle School's School Renewal Plan (SRP), analysis of school-wide PACT, MAP, and External Review Team (ERT) findings by our collaborative team and school leadership team, the following Focused School Renewal Plan (FSRP) has been developed. Initiatives and strategies to address achievement goals focus on Reading, Mathematics and Science. The results of the External Review Team School Report Summary for 2006-2007 indicated weaknesses in the focus area of differentiated instruction.

Our first goal, with student achievement, states that by April 1, 2009, 60% of students in grades 6-8 will make a gain of 6 points or higher on Measures of Academic Progress (MAP) reading from Fall 2008 to Spring 2009. This goal was selected because we need to show continued growth for our students in this area. Reading is one of those core academic areas on PACT and we need to ensure the success of our students on the test. We will use the MAP testing that is offered through NWEA as a measuring tool. It has been established that there is a close correlation to PACT and MAP (based on the standards), so we feel that if our students work well on MAP we can make a projection for the PACT testing, thus showing improvement on our state report card.

Our second goal, with student achievement, states that by April 1, 2009, 60% of students in grades 6-8 will make a gain of 6 points or higher on Measures of Academic Progress (MAP) mathematics from Fall 2008 to Spring 2009. This goal was selected because we need to show continued growth for our students in this area. Mathematics is one of those core academic areas on PACT and we need to ensure the success of our students on the test. We will use the MAP testing that is offered through NWEA as a measuring tool. It has been established that there is a close correlation to PACT and MAP (based on the standards), so we feel that if our students work well on MAP we can make a projection for the PACT testing, thus showing improvement on our state report card.

Our third goal, with student achievement, states that by April 1, 2009, 60% of students in grades 6-8 will make at least a score of 70 or above on the science benchmark test for each grade level from the Fall 2008 to Spring 2009. This goal was selected because we need to show continued growth for our students in this area. We will use a benchmark that will be developed by our District Science Coordinator along with the classroom teacher and the District Instructional Facilitator at our school. This benchmark will be created from the South Carolina standards for Science.

The first goal with principal's and District Administrator's instructional leadership is by April 1, 2009 60% of students in grades 6-8 will make a gain of 6 points on MAP math and reading by implementing and monitoring instructional programs which include effective instructional strategies and assessments, curriculum alignment to the South Carolina Standards, implementation of programs and initiatives, and professional development activities linked to research-based and data-driven best practices. This goal was selected because we need to show continued growth for our students in this area. Mathematics and reading are both core academic areas on PACT and we need to ensure the success of our students on the test. We will use the MAP testing that is offered through NWEA as a measuring tool. It has been established that there is a close correlation to PACT and MAP (based on the standards), so we feel that if our students work well on MAP we can make a projection for the PACT testing, thus showing improvement on our state report card.

The second goal with the principal's and District Administrator's instructional leadership is 60% of students will make at least a score of 70% or above on the science benchmark test for each grade level by implementing and monitoring instructional programs which include effective instructional strategies and assessments, curriculum alignment to the South Carolina Standards, implementation of programs and initiatives, and professional development activities linked to research-based and data-driven best practices. This goal was selected because we need to show continued growth for our students in this area. Mathematics and reading are both core academic areas on PACT and we need to ensure the success of our students on the test. We will use the MAP testing that is offered through NWEA as a measuring tool. It has been established that there is a close correlation to PACT and MAP (based on the standards), so we feel that if our students work well on MAP we can make a projection for the PACT testing, thus showing improvement on our state report card.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

August	Administer Science Benchmark 6+1 Writing Traits Utilization of the MAP Data Differentiated Instructions Science Kit Trainings SMART board Review Trainings Mentor/Mentee Program Character Education Classroom Observations Parent Teacher Organization
September	Administer MAP Test Train and Interpret the data of the MAP information Accelerated Reader Tiger Café MAP Testing Book Study Mentor/Mentee Program Character Education Classroom Observations
October	Conduct MAP conferences with parents and students Science Night Conduct PACT conferences with parents and students Parent Teacher Organization Book Study Gizmo Training Mentor/Mentee Program Character Education Classroom Observations Parent Teacher Organization
November	Book Study 6+1 Writing Traits Utilization of the MAP Data Differentiated Instructions SMART Board Review Trainings Mentor/Mentee Program Character Education Math Night Classroom Observations

December	6+1 Writing Traits Utilization of the MAP Data Differentiated Instructions SMART Board Review Trainings Mentor/Mentee Program ELA Day Character Education Classroom Observations Parent Teacher Organization Book Study
January	ELA Night Differentiated Instructions SMART board Review Trainings Mentor/Mentee Program Character Education Classroom Observations
February	Accelerated Reader Tiger Café MAP Testing Math Day Book Study Gizmo Training Mentor/Mentee Program Character Education Classroom Observations Parent Teacher Organization
March	Conduct MAP conferences with parents and students Science Day Conduct PACT conferences with parents and students Parent Teacher Organization Book Study Mentor/Mentee Program Character Education Classroom Observations Parent Teacher Organization Administer Science Benchmark
April	Book Study 6+1 Writing Traits Utilization of the MAP Data Differentiated Instructions SMART board Review Trainings Mentor/Mentee Program Character Education Classroom Observations

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, 60% of our students in grades 6-8 will make a gain of 6 points on the MAP (Measure of Academic Performance) test in ELA from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Increase parental involvement activities using the following activities: ELA Day/Night (once per semester), Family Literacy Classes (ongoing), Parent Teacher Organization (PTO) meetings (4 – 6 times a year), Parent Conferences (minimum of once per nine weeks), and communications with standards based ELA strategies and activities.	Teachers- K. Nesmith & M. Chestnut Administrative Team – J. Spagnolia, A. Holmes, & G. Ward Literacy Coach – G. White Guidance Counselor	August 2008	Invitations, Handouts, Agendas, and Sign-in sheets will be available to show participation in parental involvement programs as scheduled. Parents will experience teaching techniques, how to work with their children and ways to have fun while working with their children. Person responsible : Mrs. Glenda Ward
Students will receive computer-assisted instruction in reading before and during school through the Pearson Learning Lab using the Reading Workshop and the Reading Adventures Programs. This program will be on going through out the entire school year.	Computer Lab Proctor- J. Wilson	August 2008	The computer lab will be utilized to remediate students who have demonstrated poor skills in reading and comprehension. Lab Reports, Pre/Post Assessments, and Student Rosters will be assessed weekly to show student progress and needs for additional instructional assistance. Programs will be adjusted accordingly by the Computer Lab monitor. Person responsible: Mr. J Wilson
Students will receive computer assisted instruction (Accelerating Student Success Instruction Through School Tutorial: ASSIST) and reading during the school day.	Computer Lab Proctor- J. Wilson	November 2008	Lab Reports, Pre/Post Assessments, and Student Rosters will be assessed weekly to show student progress and needs for additional instructional assistance. Programs will be adjusted accordingly by the Computer Lab monitor. Person responsible: J. Alston
Utilize Accelerated Reader to enhance reading comprehension skills, and provide additional reading opportunities through the Tiger Café reading incentives and providing a Book Club for the students twice a week discussing various literary elements.	Media Specialist – L. Bryant Literacy Coach- G. White Tiger Café Monitor- P. Lincoln	September 2008	Accelerated Reader Reports, Journals, Observation, Tiger Café Log, and Book Circulation Printouts will serve a documentation of student's participation in the year long programs to increase student reading. Person(s) responsible: Mrs. Linda Bryant and/or Mrs. Peggy Lincoln
A Literacy Coach will continue to assist ELA teachers with implementation of reading skills and strategies	Principal- J. Spagnolia	August 2008	Agendas for meetings with ELA teachers, daily lesson plans will be reviewed, weekly model lessons by Literacy Coach, and

through coaching, team teaching, assisting with lesson plans, modeling effective teaching strategies, and book study sessions.	Literacy Coach- G. White		conference forms indicating feedback will be used by administration to evaluate the effectiveness of the training. Person responsible: Ms. Gwen White
Provide the following Staff Development to ensure the best teaching practices: <ul style="list-style-type: none"> • 6 + 1 Writing Traits • Utilization of Measures of Academic Progress (MAP) • Differentiated Instruction • New Reading Initiatives 	Literacy Coach – G. White ELA Lead Teacher- K. Nesmith ELA District Coordinator- C. Delaney	August 2008	Agendas and sign in sheets will serve as documentation of the best practices training for teachers and teachers will be observed weekly in their classrooms to ensure that the transferring of the information is used. Person(s) responsible: Mrs. Glenda Ward and/or Ms. Gwen White
Use of MAP data to provide RIT Band instruction and to establish a book list along with the Accelerated Reading (AR) Level.	Administrative Team- J. Spagnolia, & A. Holmes Literacy Coach – G. White Teachers- M. Chestnut, L. Fennick, K. Nesmith, & A. Brisacher; District Test Coordinators- S. Hagan	September 2008	MAP scores will be shared and used to help in the direction of instructions and in the writing of daily lesson plans. Person(s) responsible: Mr. John Spagnolia, Dr. Arthur Lee Holmes, Mrs. Margaret Hyatt, Ms. Gwen White, and Mr. Jackie Wilson
Conduct individual student conferences to share MAP data with students and parents a minimum of three times a year (Fall, Winter, and Spring).	Teachers- M. Chestnut, L. Fennick, K. Nesmith, A. Brisacher; Parents Students Literacy Coach- G. White	October 2008	MAP scores and student conference forms will be used at each conference held by the teachers following each MAP test administration. This ensures that teachers and student are aware of current level of performance. Instruction is adjusted accordingly by the teacher. Person(s) responsible: Miss Karen Nesmith and Dr. Arthur Brisacher
Conduct classroom observation weekly to assist with goal setting and the strengthening of instruction.	Administrative Team- J. Spagnolia & A. Holmes Literacy Coach- G. White	August 2008	Observation forms will be used to collect information and to share feedback with the teachers including the listed expectations. Person(s) responsible: Mr. John Spagnolia and/or Dr. Arthur Lee Holmes

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, 60% of our students in grades 6-8 will make a gain of 6 points on the MAP (Measure of Academic Performance) test in Math from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide Math Day/Night activities (once per semester) to increase student/parent involvement and awareness with standards based mathematics strategies and activities.	Math Teacher- A. Brisacher; Academic Instructional Specialist- M. Hyatt	October 2008	Handouts, sign in sheets, and agendas will be used to document involvement of the experience shared by parents and students in Math activities once per semester. Parents will experience teaching techniques, how to work with their children and ways to have fun while working with their children. Person responsible: Mrs. Glenda Ward
Students who are identified either through the Measures of Academic Progress (MAP) data or PACT data will receive computer-assisted instruction in math before and during school through the Pearson Learning Lab (the programs are called <i>Math Concepts, Skills, and Tools</i> and <i>Racing for Success</i>).	Computer Lab Proctor- J. Wilson	August 2008	The computer lab will be utilized to remediate students who have demonstrated poor skills in reading and comprehension. Lab Reports, Pre/Post Assessments, and Student Rosters will be assessed weekly to show student progress and needs for additional instructional assistance. Programs will be adjusted accordingly by the Computer Lab monitor. Person responsible: Mr. J Wilson
Students will receive computer assisted instruction (Accelerating Student Success Instruction Through School Tutorial: ASSIST) and reading during the school day.	Computer Lab Proctor- J. Wilson	November 2008	Lab Reports, Pre/Post Assessments, and Student Rosters will be assessed weekly to show student progress and needs for additional instructional assistance. Programs will be adjusted accordingly by the Computer Lab monitor. Person responsible: J. Alston
Conduct individual student conferences to share MAP and PACT data (Fall, Winter, and Spring)) and assist with goal setting.	Teachers- M. Chestnut, L. Fennick, k. Nesmith, A. Brisacher; Instructional Coaches- G. White & M. Hyatt	October 2008	MAP scores and student conference forms will be used at each conference held by the teachers following each MAP test administration. Person(s) responsible: Miss Nesmith and/or Dr. Arthur Brisacher
Implement the Gizmo program (interact discovery- www.explorerlearning.com) to increase student engagement on a weekly basis.	Classroom Teachers- L. Fennick & A. Brisacher; District Math Coordinator- C. DeMers	September 2008	Lesson plans will be checked weekly to document the use and effectiveness of the Gizmo program. Person(s) responsible: Mrs. Lizzie Mae Fennick and/or Dr. Arthur Brisacher

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, 60% of students in grades 6-8 will make at least a score of 70 or above on the Spring 2009 science benchmark test given on each grade level aligned with the standards.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide Science Day/ Night activities (once per semester) to increase student and parent involvement and awareness with standards based science strategies and activities.	Administrative Team- J. Spagnolia & A. Holmes Science Teachers – L. Fennick Title I Facilitator- G. White Guidance Counselor- D. Howards	October 2008	Handouts, sign in sheets, and agendas will be used to document involvement of parents and students in Science activities each semester. Parents will experience teaching techniques, how to work with their children and ways to have fun while working with their children. Person responsible: Mrs. Glenda Ward
Provide additional training for kits that will allow hands on experiences for the students. These kits will be provided from our District Science Department.	Administrative Team- J. Spagnolia & A. Holmes Teacher- L. Fennick	August 2008	Handouts, registration forms, agendas for science kits training and proof of implementation in the lesson plans will be used as documentation for the use of science kits in the classrooms. Person(s) responsible: Mrs. Lizzie Mae Fennick and/or Mr. John Spaganolia
Provide additional classroom assistance to assist students in making gains.	Teacher- L. Fennick Exploratory teachers, Principal- J. Spagnolia	August 2008	Weekly lesson plans and monthly minutes from meetings with teachers and the Title I facilitator will be used to document assistance provided to students. Classroom teachers will indicate which student is in need of immediate assistance. Person(s) responsible: Middle school teachers and Exploratory teachers

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, The principal will assist teachers in utilizing data to improve instruction in Math and ELA as measured by the 6 points gain in MAP (Measure of Academic Performance) of 60% of our students from Fall 2008 to Spring 2009 in grades 6-8.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Conduct formal and informal observations weekly and provide feedback to teachers through written communication and coaching. The focus of these observations will be to identify areas of improving instruction, content knowledge, and rigorousness of teaching the standards.	Administrative team- J. Spagnolia & A. Holmes Instructional Coaches- G. White & M. Hyatt	August 2008	The observation feedback forms will be used weekly to document effective implementation of instructional strategies. Person(s) responsible: Mr. John Spagnolia and/or Dr. Arthur Lee Holmes
Review lesson plans and assessments weekly in order to provide feedback to ensure alignment with the South Carolina Curriculum Standards and utilization of Best Practices.	Administrative Team- J. Spagnolia, A. Holmes & G. Ward	August 2008	Notations on the weekly lesson plan and comments on the observation forms will be used to provide feedback to teachers to improve instruction and to document implementation. Will document implementation of the South Carolina Curriculum Standards. Person(s) responsible: Mr. John Spagnolia, Dr. Arthur Lee Holmes, and/or Mrs. Glenda Ward
Provide on a monthly basis on-site Professional Development activities for teachers to address curriculum concerns, reinforce effective instructional strategies, pedagogy, and best practices. These activities will include, but not be limited to topics such as: Differentiated Instruction, 6 + 1 Writing Traits, Math Standards update, SMART boards, etc.	Administrative team- J. Spagnolia & A. Holmes District Office Personnel, Teachers- M. Chestnut, L. Fennick, K. Nesmith, and A. Brisacher	August 2008	Agendas and sign-in sheets will be used to document teachers' involvement in monthly professional development activities. Classroom observations will determine the implementation of professional development strategies. Person responsible: Mrs. Glenda Ward
Provide content specific professional development monthly that will give teachers implementation strategies to increase student achievement.	Administrative Team- J. Spagnolia & A. Holmes	August 2008	Agendas, flyers, information sheets, and brief presentations during monthly faculty meetings will be used to share best instructional practices and to document teacher involvement. Person responsible: Mrs. Glenda Ward

<p>Provide a Comprehensive Guidance Program to include:</p> <ul style="list-style-type: none"> • Career Awareness (Monthly) • Character Education (Monthly) • Individual and Group counseling session (weekly) • Mentor/Mentee Program (Weekly) <p>These programs will offer support our students with challenges and career choices.</p>	<p>Guidance Counselor, -Dora Howard</p>	<p>August 2008</p>	<p>Sign in sheets, agendas and student feedbacks will be used to document involvement and participation of students as scheduled in strategy. Person responsible: Mrs. Dora Howard</p>
<p>Increase parental involvement activities:</p> <ul style="list-style-type: none"> • ELA Day/Night – twice a year focusing on MAP strand showing the greatest concern. • Family Literacy Classes Ongoing –sharing ways that parents can assist their child in being successful in school. • PTO Night- sharing of strategies to use with parent/child to strengthen home/school relations. • Parent conferences – minimum of one per nine weeks discussing the concerns and offering strategies with the greatest area of concern. <p>We will also offer communications of standards, strategies, and activities using the monthly newsletter.</p>	<p>Administrative team- John Spagnolia, Arthur Holmes, Dora Howard, Glenda Ward</p>	<p>August 2008</p>	<p>Handouts, sign is sheets, agendas, newsletters and other documents will be used to document involvement and focus of activities as scheduled in strategy. Person responsible: Mrs. Glenda Ward</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, the principal will ensure effective implementation of effective instructional practices in Science as measured by 60% of students in grades 6-8 making a score of 70 or above on the Spring 2009 science benchmark test that is given in on each grade level aligned with the standards.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible <i>(Position/Name)</i>	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct formal and informal observations weekly and provide feedback to teachers through written communication and coaching. The focus of these observations will be to see areas of improving instruction, content knowledge, and rigorousness of teaching the standards.	Administrative team- J. Spagnolia & A. Holmes Instructional Coaches- G. White & M. Hyatt	August 2008	The weekly observation feedback forms will be used to document implementation and to focus instructional strategies. Person(s) responsible: Mr. John Spagnolia and/or Dr. Arthur Lee Holmes
Review lesson plans and assessments weekly in order to provide feedback to ensure alignment with the South Carolina Curriculum Standards.	Administrative Team- J. Spagnolia, A. Holmes, & G. Ward	August 2008	Notations on the weekly lesson plans and comments on the observation forms will be used to document implementation. Will document implementation of the South Carolina Curriculum Standards. Person(s) responsible: Mr. John Spagnolia, Dr. Arthur Lee Holmes, and/or Mrs. Glenda Ward
Provide on a monthly basis on-site Professional Development activities for teachers to address curriculum concerns, reinforce effective instructional strategies, pedagogy, and best practices. These activities will include, but not be limited to topics such as: Differentiated Instruction, 6+1 Writing Traits, Math Standards update, SMART Boards, etc.	Administrative team – J. Spagnolia & A. Holmes District Office Personnel, Teachers- M. Chestnut, L. Fennick, K. Nesmith, & A. Brisacher	August 2008	Agendas, flyers, information sheets, and brief presentations during monthly faculty meetings will be used to share best instructional practices and to document teacher involvement. Person responsible: Mrs. Glenda Ward

Provide content specific monthly professional development that will give teachers implementation strategies to increase student achievement.	Administrative team- J. Spagnolia & A. Holmes	August 2008	Sign in sheets, agendas, and student feedbacks will be used to document teacher participation in the monthly professional development activities. Person(s) responsible: Mr. John Spagnolia and/or Mrs. Glenda Ward
Provide resources for staff to encourage attendance and participation in conferences and workshops in their content areas to learn and implement strategies to increase student achievement. Provide a Comprehensive Guidance Program to include: <ul style="list-style-type: none"> • Career Awareness (Monthly) • Character Education (Monthly) • Individual and Group counseling session (weekly) • Mentor/Mentee Program (weekly) These programs will offer support to our students with challenges and career choices.	Administrative team- J. Spagnolia & A. Holmes Guidance Counselor – D. Howard	August 2008 August 2008	Sign in sheets, agendas, and student feedbacks will be used to document involvement of teachers in these scheduled activities. Person(s) responsible: Mr. John Spagnolia and/or Mrs. Glenda Ward Sign in sheets, agendas and student feedbacks will be used to document weekly and monthly involvement of students. Person responsible: Mrs. Dora Howard
Increase parental involvement activities: <ul style="list-style-type: none"> • Science Day/Night – twice a year focusing on areas suggested by the Science teachers. • PTO Night- sharing of strategies to use with parent/child to strengthen home/school relations. • Parent conferences – minimum of one per nine weeks discussing the concerns and offering strategies based on areas showing the greatest concerns (teacher observation) We will offer communication of standards, strategies, and activities using the monthly newsletter.	Administrative team – J. Spagnolia, A. Holmes, D. Howard, G. Ward	August 2008	Handouts, sign in sheets, and agendas will be used to document involvement of the experience shared by parents and students in Science activities once per semester. Person(s) responsible: Middle School homeroom teachers, Mrs. Glenda Ward, and/or Mr. John Spagnolia

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009, The district will assist teachers in utilizing data to improve instruction in Math and ELA as measured by the 6 points gain in MAP (Measure of Academic Performance) of 60% of our students from Fall 2008 to Spring 2009 in grades 6-8.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide assistance with on-site and district-wide professional development opportunities each semester: <ul style="list-style-type: none"> • 6 + 1 Writing Traits • Gizmo • Science Standards Implementation • Teaching Grammar Effectively • Math Standards • Reading and Writing in the Math Content Area 	Director of Student Learning Services- Dr. Susan Gehlman	August 2008	Agendas and sign-in sheets will be used to document involvement and participation of teachers in district professional development opportunities each semester. The school administration will follow-up and provide feedback to teachers to improve instruction. Person(s) responsible: Mrs. Glenda Ward and/or Mr. John Spagnolia
Coordinators will assist and monitor district-wide initiatives and provide feedback each semester: <ul style="list-style-type: none"> • MAP • ASSIST 	Director of Student Learning Services - Susan Gehlman Supervisor of Middle and High School- Rodney Thompson	August 2008	Agendas and sign-in sheets will be used to document involvement and participation of teachers in district professional development opportunities each semester. The school administration and district office staff will follow-up and provide feedback to improve instruction. Person responsible: Mr. John Spagnolia

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, the district will ensure effective implementation of effective instructional practices in Science as measured by 60% of students in grades 6-8 making a score of 70 or above on the Spring 2009 science benchmark test that is given in on each grade level aligned with the standards.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide assistance with on-site and district-wide professional development opportunities each semester: <ul style="list-style-type: none"> • 6 + 1 Writing Traits • Gizmo • Science Standards Implementation 	Director of Student Learning Services- Dr. Susan Gehlman	August 2008	Agendas and sign-in sheets will be used to document involvement and participation of teachers in district professional development opportunities each semester. The school administration will follow-up and provide feedback to teachers to improve instruction. Person responsible: Mrs. Glenda Ward
Coordinators will assist and monitor district-wide initiatives and provide feedback each semester: <ul style="list-style-type: none"> • Benchmark 	Director of Student Learning Services - Susan Gehlman, District Support Staff – Priscilla Calcutt, Supervisor of Middle and High School- Rodney Thompson	August 2008	Agendas and sign-in sheets will be used to document involvement and participation of teachers in district professional development opportunities each semester. The school administration and district office staff will follow-up and provide feedback to improve instruction. Person responsible: Mr. John Spagnolia

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Program	Description
Family Literacy Classes	Classes offered through our TITLE I program that assist families with Literacy strategies that will enable them to successfully help their child/children with reading.
Pearson Learning Lab	A computer assistance lab that allows students to work at a level of instruction in Reading and Math. Different programs are available through this lab. Programs such as: Success Maker, Reader's Workshop, Math concepts, Skills, and Tools, and Racing for Success.
Gizmo	A program that uses discovery of math and science through the internet. The base site is www.explorerlearning.com
MAP	<p>Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.</p> <p>MAP tests provide highly accurate results that can be used to:</p> <ul style="list-style-type: none"> • Identify the skills and concepts individual students have learned. • Diagnose instructional needs. • Monitor academic growth over time. • Make data-driven decisions at the classroom, school, and district levels. • Place new students into appropriate instructional programs.
ASSIST	Accelerating Student Success Instruction Through School Tutorial (ASSIST) is a computer assistant lab that allows students to work at a level of instruction in reading and math that is individualized to specific needs.